The Contribution of DanceSport Specific Means to the Development of Psycho-Motor Skills of Junior I Dancers (12-13 Years Old)

Grigore Maria Florica

“Ecological University of Bucharest, 1G Vasile Milea Blvd., Bucharest, 061341, Romania

Abstract

This paper highlights the contribution of dance sport specific means to the development of psychomotor skills of junior I dancers (12-13 years old). The research was conducted in the “Two Steps” DanceSport Club of Bucharest. The study sought to estimate the influence of the means specific to dance sport on the psychomotor skills at the age of 12 – 13 years old; this approach has been carried out over a period of 12 months, from March 2010 to February 2011. Thus, it has been created a module of specific intervention in the psycho-motor side of the dancers included in the experimental group; within the module, the lesson means have been grouped into 6 categories, with different objectives engaged in 4 variants of content. The study monitored the specific dance means useful for technique consolidation and development of psycho-motor skills, grouped in actuation systems that joined the specific training means of dance sport. Each alternative addresses standard dances and Latino dances, combined and mixed, with different weight in their application throughout the training of junior I dancers (12 -13 years). The results obtained by the dancers that were included into the experimental group prove the advantages of sports training planning that involves a rational combination of traditional exercises and specific ones designed to develop the psychomotor skills.

Keywords: Dancesport, planning, psychomotor skill, training, performance

Corresponding Grigore Maria Tel.: +4-072-331-1882
E-mail address: tgrigore13@yahoo.com
1. Introduction

The current performances of dancesport bring to the fore the astonishing level of human motor excellence, as a synthesis of the bio-psycho-motor abilities manifestation with broad resonance in athletic show field. Dancesport distinguishes from other sports artistic activities through the beauty of gesture and the virtuosity of movements, raising specialists’ questions about its belonging to sport or to art.

“Dance is a form of communication: between you and your body, between you and other people. It is a non-verbal spontaneous communication, which involves both awareness and subconscious participation, a communication in a relaxed, secure situation, created by the rhythm of music and the social convention that associates the dance to moments of entertainment, of fun” (Dobrescu, 2006).

“Dancesport brings together both physical beauty represented by dancers’ expressive movements in line with the music and the spiritual plus moral beauty represented by the feelings and emotions they render through dance” (Sulea, 2005).

In conformity with the studies conducted by Vișan A. (2005), the plastic and expressive quality of gesture in dance reflects emotion and sensitivity; due to the fact that the possibilities of movement of each dancer and his or her internal structure are different, the same subject, the same compositional message will be different from one athlete to another.

According to Epuran M. and Horghidan V. (1994), psycho-motricity occurs as a result of the integration of education and interaction of synergy maturity and motor plus the mental functions combination, not only in terms of observable movements and expressions, but also in what causes and accompanies them (will, affectivity, needs, impulses). “Psycho-motricity is a basal function that includes in its structure mental phenomena, generated by body movements and expressed by the voluntary movements whose use during actions is conditioned by this function” (Horghidan, 2000). Psycho-motricity refers to the “motricity issues seen from inside by the individual who feels, chooses, decides, communicates, therefore lives the movement subjectively” (Bota, 2007).

Specialized literature shows that psychic and movement overlap partially, as they are related to the phenomena that generate energy, on the basis of the relationship between cause and effect, in which individual’s need to move is the main energy stimulus and the motor actions performed only by resources consumption balance the body from the energetic point of view (Horghidan, 2000). Keeping the note of the indissoluble link between mental and movement, it is emphasized that the manifestations of these ones are the fundamental elements of system adaptation (Mitrache G., Tudosă Ş., 2004).

Epuran M. (2005) highlights the following components of psycho-motricity: kinesthetic sensitivity; sense of balance; sense of rhythm and appreciation of short durations; limbs coordination; eye-hand coordination; overall coordination; agility; accuracy and steadiness of movements; assessment of the actions needed at different times; laterality, body diagram; ideomotricity.

According to Năstase V. (2010), the movements practiced during the training lessons must meet certain coordinates specific to the dance that require the psychomotor skills: spatiality, temporality, gravitation and the use of energy and of the energetic flow.

The purpose of this paper is to highlight the weight of the means specific to dancesport on the development of psycho-motor skills of junior I dancers (12-13 years old).

Hypothesis of the paper. It was considered that the introduction of the specific means grouped in actuation systems with influence on the psychomotor skills would lead to the strengthening of technique and to the development of psychomotor skills of junior dancers (12-13 years old).

2. Methods and procedures

The research was conducted in the “Two Steps” dancesport club in Bucharest. The study sought to estimate the influence of the means specific to dancesport on the psychomotor skills at the age of 12 – 13 years old; this approach was carried out over a period of 12 months, from March 2010 to February 2011.
Thus, it has been created a module of specific intervention in the psycho-motor side of the dancers included in the experimental group; in the module, the lesson means have been grouped into 6 categories, with different objectives coupled in 4 variants of content. The study monitored the dance specific means useful for technique consolidation and psycho-motor skills development. They were grouped in actuation systems that joined the specific training means of dancesport. Each alternative addresses standard dances and Latino dances, combined and mixed, with different weight in their application throughout the training of junior I dancers (12-13 years).

Content of the specific means used throughout the training of junior I dancers:

- Category A: Means of movement restriction within certain segments;
- Category B: Means without visual control;
- Category C: Means of combining dynamic actions and static positions;
- Category D: Means for development of coordination under force conditions;
- Category E: Means involving the performance of unusual motor tasks, with visual contact;
- Category F: Means for education of rhythmicization ability.

3. Results

### Table 1 Variant 1 – actuation systems specific to standard dances that have an influence on psychomotor abilities

<table>
<thead>
<tr>
<th>Preparatory stage</th>
<th>Fundamental stage*</th>
<th>Recovery stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Means of B categ. – 15 min, I – 40 %, p – 15 s. – 20 s.</td>
<td>Means for development of specific endurance: execution of 5 dances, I – 60 - 80%, short break, for incomplete recovery 3-5 s, 6 - 7 min.</td>
<td></td>
</tr>
</tbody>
</table>

Note: Program implementation with means belonging to A, B, D, E, F categories. *The reps number changes between 8 and 16, depending on the training period, on the dancers’ reaction related to training stimuli and to the intended goal.

### Table 2 Variant 2 – actuation systems specific to Latin dances with influence on the psychomotor abilities

<table>
<thead>
<tr>
<th>Preparatory stage</th>
<th>Fundamental stage*</th>
<th>Recovery stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pirouettes and chainnés – 10 min, I – 40 %, p – 30 s.</td>
<td>Means for development of specific endurance: execution of 5 dances, I - 70%, break 10-20 s, 15 min.</td>
<td></td>
</tr>
</tbody>
</table>

Note: Program implementation with means from C, D, E, F categories. * The reps number changes between 6 and 12, depending on the training period, on the dancers’ reaction related to training stimuli and to the intended goal.
Table 3 Variant 3 – mixed actuation systems (standard 70% and Latin 30%) with influence on the psychomotor abilities

<table>
<thead>
<tr>
<th>Preparatory stage</th>
<th>Fundamental stage*</th>
<th>Recovery stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Means of aerobics and stretching  D categ. – 20 min, I – 40 – 60 %</td>
<td>Means of A categ. – 25 min, I – 60 – 70 %, p – 30 s, – 45 s.</td>
<td>Means of B categ. – 30 min. are used to insist on the execution of the competitive choreographies in which one of the partners has not visual control, I – 65 – 75 %, p – 45 s.</td>
</tr>
<tr>
<td>Means of C categ. – 15 min, I – 50 %, p – 20 s. – 30 s.</td>
<td>Means of E categ. – 20 min. are used to insist on the execution of the choreographies specific to Latin dances, I – 75 %, p – 45 s.</td>
<td>Means of F categ. – 20 min. – the S, Ch, R choreographies for competition will be performed, I – 50 – 75 %, p – 45 s.</td>
</tr>
</tbody>
</table>

Note: Program implementation with means of A, B, C, D, E, F categ. * The reps number changes between 4 and 8, depending on the training period, on the dancers’ reaction related to training stimuli and to the intended goal.

Table 4 Variant 4 – mixed actuation systems (standard 30% and Latin 70%) with influence on the psychomotor abilities

<table>
<thead>
<tr>
<th>Preparatory stage</th>
<th>Fundamental stage*</th>
<th>Recovery stage</th>
</tr>
</thead>
</table>

Note: Program implementation with means of C, D, E, F categ * The reps number changes between 4 and 8, depending on the training period, on the dancers’ reaction related to training stimuli and to the intended goal.
4. Discussions

The study sought to estimate the influence of the means specific to dancesport on the psychomotor skills at the age of 12 – 13 years old. Thus, it has been created a module of specific intervention in the psycho-motor training of the dancers included in the experimental group; in the module, the lesson means have been grouped into 6 categories, with different objectives coupled in 4 variants of content.

In terms of content of the specific means used during the training sessions, it should be noted that each category of means influence a certain sphere of psycho-motor skills development, namely some of them lead to the achievement of the overall objective of specific technique strengthening and laterality development, of choreographies consolidation and of coordinative abilities development. Other means develop the specific motor skills, the specific power, they strengthen the technique and lead to the awareness of body scheme, to the education of the sense of rhythm, to the consolidation of dance steps and figures.

Variant no. 1 deals with standard dances, including means of A, B, D, E, F categories and exercises for developing the specific strength. During the preparatory stage there were used aerobics and stretching means of categ. D – 20 minutes, means of categ. A – 10 minutes and means of categ. B – 15 minutes. In the fundamental stage there were used means belonging to category E – 45 minutes, means of category F – 30 minutes and means used for developing the specific endurance; during the recovery period there were used means of stretching and breathing – 8 minutes (table 1 and figure 1).

Variant no. 2 is based on the dance steps and figures of Latin section, including means belonging to C, D, E, F categories along with pirouettes, exercises for specific endurance and means for body recovery after effort. During the preparatory stage there were used means of categ. D -20 minutes, means of categ. C -15 minutes and pirouettes and chainné -s – 10 min. In the fundamental stage there were used means of categ. F (rumba) – 30 minutes, means of categ. F (rumba) – 30 minutes and means used for developing of specific endurance, while in the recovery stage there were used means of relaxation – 15 minutes (table 2 and figure 2).

Variant no. 3 combines the motor actions specific to Standard section and Latin section, standard dances preponderantly, including means from all categories. In the preparatory stage, there were used means from gymnastics and stretching categ. D – 20 minutes, means of categ. C – 15 minutes. During the fundamental stage there were used means belonging to categ. A -25 minutes, means of categ. B – 30 minutes, means of categ. E – 20 minutes, means of categ. F – 20 minutes , competition choreographies, while in the recovery stage were used means of stretching 20 minutes (table 3 and figure 3).
Variant no. 4 is formed of mixed actuation systems, Latin (70%) and standard (30%), with effect on the psychomotor abilities originating from categories C, D, E and F, plus the means of recovery. In the preparatory stage, there were used means of categ. C – 10 minutes and means of categ. E -10 minutes. In the fundamental stage there were used means of categ. E -45 minutes, competition choreographies executed individually and in pairs, while in the recovery stage there were used means of relaxation – 5 minutes (table 4 and figure 4).

In terms of spreading out the variants of the experimental module content applied to the experimental group, the following elements can be noticed:

These variants were included in the training progressively: variants 1, 2 and 4 were used during the first two weeks, while only variant 2 was used in the last week, because in late March the dancers were in transition period after competition. April, May and June included all variants with varying percentage depending on the intended purpose; new tasks were addressed every week, meant to influence athletes’ psychomotor abilities. During the pre-competitive period July – August, in each training session, one practicing variant specific to psycho-motricity was introduced for 3 weeks; for other two weeks, the variants 1 and 2 were combined, which means training sessions specific to standard section or Latin section, same for 3 and 4, which means training sessions where both sections (mixed) were approached. During the next preparatory period, the practicing variants were maintained and their share remained approximately constant.

The following elements make variants distinctive: selection of the category of means that address psycho-motricity; the unilateral or mixed approach of dance sections; selection of the means belonging to a category or to another one, depending on the objective; effort dosage that is influenced by the training period and by the time available until competition; adaptation of the sessions content to dancers’ reaction.

5. Conclusions

The specific content of dancesport requires muscle activity with an assembly of different artistic movements of the athlete and actions for psychomotor abilities development; however this aspect does not represent a priority goal in the current training but it is subordinated to the objective of learning the technical elements and procedures including the development of the psychomotor behaviour.

The results achieved by the dancers of the experimental group demonstrate the advantages of planning the sports training, which involves a rational combination of the traditional exercises and the ones meant to develop the psychomotor abilities.

In terms of performances, we consider that the experimental module with its four variants of practice has alternated the psychomotor aspects too, laterality, kinesthetic sensitivity, general and segmentary coordination, spatial-temporal orientation, rhythm, body diagram; there are significant differences between all these, corresponding to dancesport means used to develop the psychomotor abilities.

The introduction of the specific means grouped in actuation systems with influence on the psychomotor skills led to the strengthening of technique and to the development of psychomotor skills of junior dancers (12-13 years old).

Acknowledgements

The paper is part of the experiment for the PhD thesis and, at the same time, I would like to thank the management of the “Two Steps” Sport Club in Bucharest who allowed us and helped us to conduct this research.

References